



 City of Seattle

MID-YEAR

R E P O R T

2 0 1 0 - 1 1



Early Learning



Elementary



Middle School



High School



Student Health



DRAFT
MID-YEAR
REPORT
2010-11

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PREFACE



Seattle's Families and Education Levy

In 2004, Seattle voters overwhelmingly approved a \$117 million, seven-year property tax levy to improve academic achievement and reduce the achievement gap among Seattle students. The Families and Education Levy invests in Seattle students, pre-kindergarten through high school. Levy investments are in five areas:

- Early Learning
- Elementary School
- Middle School
- High School
- Student Health

Three Overarching Goals

Levy investments help students both inside and outside the classroom, and are designed to improve academic outcomes for students. We set goals for:

- School Readiness
- Academic Achievement and Closing the Achievement Gap
- Reducing Dropout Rates and Increasing Graduation Rates

Tracking Progress



This report highlights data from the first semester of the 2010-11 school year. These data help us determine whether Levy investments have been effective in helping students achieve academically. These data are important management tools to:

- Track progress on indicators of school readiness, academic achievement, and high school graduation
- Determine which Levy programs are on track to meet 2010-11 targets
- Make course corrections for the second semester and for future investments
- Set targets for the 2011-12 school year

Indicators of Success

Each Levy investment has mid-year indicators, used to predict academic success. Examples of indicators include:

- Student participation in Levy-funded programs
- Passing courses in the first semester
- Increasing attendance rates first semester
- Families attending parent/teacher conferences and other school events
- Students identified and served by school-based health centers

EARLY LEARNING INVESTMENTS



Our work in early learning over the past five years has reinforced the knowledge that the achievement gap is present before students enter preschool. In fact, some children enter preschool two to three years behind in their receptive English language skills, and many struggle in other developmental areas. To close these gaps, Levy investments focus on increasing the quality of early learning experiences through the following strategies:

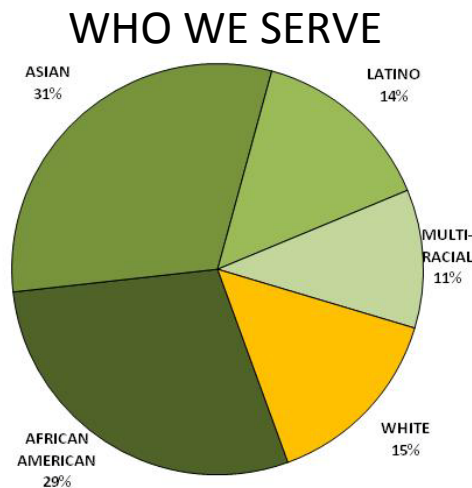
- Full and half-day preschool programs for 600 low-income four-year-olds
- Focus on bilingual/dual language programs
- Teacher training, coaching and mentoring
- Academic coursework and technical assistance for teachers
- Additional hours of care for preschool children
- Home visits with families twice a week for two- and three-year olds

To ensure early learners have the skills they need to be successful in kindergarten, the Levy adopted aggressive goals for determining if preschoolers are school ready. Children need to score a Level 4 in all four developmental domains in which they are assessed. Only 16 children met this bar at the beginning of the year.

MID-YEAR PROGRESS: 2010-11

Figures shown to the right of target in green indicate goal was **met** or **surpassed**, and figures shown to the left in blue indicate **progress** towards goal.

	TARGET
	↓
	.
	.
Pre-K four-year-olds assessed as school ready at the end of the 2010-11 school year	
91	423



ELEMENTARY SCHOOL INVESTMENTS



Community Learning Centers

Community Learning Centers (CLCs) in three elementary schools provide a comprehensive set of services, activities and learning experiences that are aligned with academic standards, culturally relevant and tailored to the needs of students and families. CLC staff coordinate activities with school staff to maximize learning by connecting after-school activities to the school curriculum.

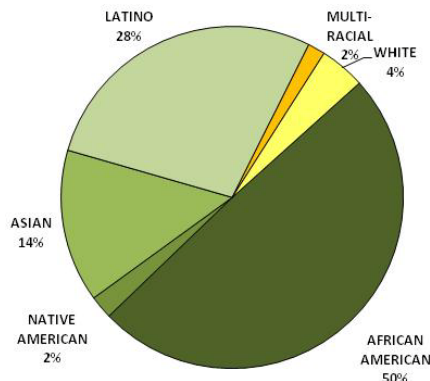
Family Support

The Family Support Program invests in Family Support Workers (FSWs) who work directly in elementary and K-8 schools, linking students and their families with resources needed to promote academic achievement. All elementary and K-8 schools are served by FSWs.

MID-YEAR INDICATORS: 2010-11

MID-YEAR PROGRESS: 2010-11

WHO WE SERVE



89% FREE/REDUCED LUNCH
36% ENGLISH LANGUAGE LEARNERS

Figures shown to the right of target in green indicate goal was **met** or **surpassed**, and figures shown to the left in red indicate goal was **not attained**.

Figures shown to the right of target in green indicate goal was **met** or **surpassed**, and figures shown to the left in blue indicate **progress** towards goal.

TARGET	
↓	
·	
·	
Number of students served	
230	257
·	
·	
Percentage of students with fewer than 5 absences (excused or unexcused) 1 st semester.	
69%	71%

TARGET	
↓	
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·	
Focus students served	
800	883
·	
·	
Students with significant or full progress in meeting one or more goals in their service plan. Goals include: homework, behavior, mobility and passing courses.	
479	680

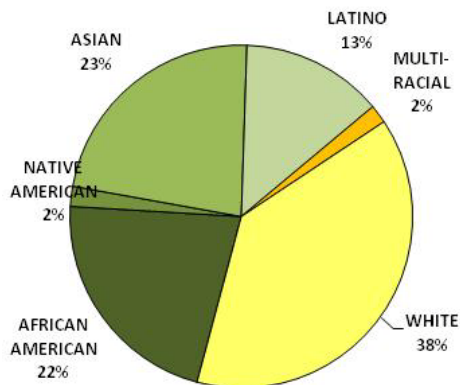
MIDDLE SCHOOL INVESTMENTS



The Levy invests in two academically-focused middle school programs: Middle School Support Program (MSSP) and Community Learning Centers (CLC). The MSSP and CLC programs coordinate within schools to provide comprehensive services that maximize student learning time. Services include:

- Providing students with extended learning time, particularly for students struggling in math.
- Offering students a chance to participate in enrichment activities, including nutrition classes, arts programs, team building, and leadership clubs.

WHO WE SERVE



49% FREE/REDUCED LUNCH
12% ENGLISH LANGUAGE LEARNERS

MID-YEAR INDICATORS: 2010-11

Figures shown to the right of target in green indicate goal was **met** or **surpassed**, and figures shown to the left in red indicate goal was **not attained**.

TARGET
↓
•
•
Number of students served
6,532 (MSSP & CLCs)
2,676 (MSSP only)
•
•
Percentage of students with fewer than 5 absences
(excused or unexcused) 1 st semester.
56% 60%
•
•
Percentage of students who passed all courses
1 st semester
82% 86%

HIGH SCHOOL INVESTMENTS



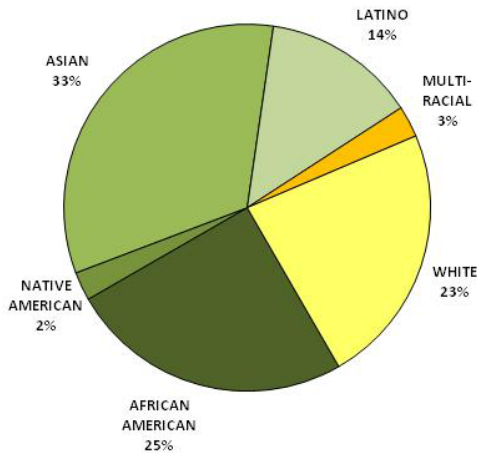
The Levy invests deeply in three high schools and is focused on 9th graders. Our goals are to increase attendance, increase the number of students passing core courses, and ultimately ensure that all freshmen earn 5 credits and promote successfully to 10th grade, making them much more likely to graduate from high school.

MID-YEAR INDICATORS: 2010-11

Figures shown to the right of target in green indicate goal was **met** or **surpassed**, and figures shown to the left in red indicate goal was **not attained**.

TARGET ↓	TARGET ↓	TARGET ↓
· ·	· ·	· ·
<u>CHIEF SEALTH HIGH SCHOOL</u> Number of students served	<u>FRANKLIN HIGH SCHOOL</u> Number of students served	<u>WEST SEATTLE HIGH SCHOOL</u> Number of students served
292	358	226
· ·	· ·	· ·
Percentage of students with fewer than 5 absences (excused or unexcused) 1 st semester	Percentage of students with fewer than 5 absences (excused or unexcused) 1 st semester	Percentage of students with fewer than 5 absences (excused or unexcused) 1 st semester
55% 63%	67% 56%	53% 56%
· ·	· ·	· ·
Percentage of students who passed core courses 1 st semester	Percentage of students who passed core courses 1 st semester	Percentage of students who passed core courses 1 st semester
83% 88%	77% 80%	77% 80%

WHO WE SERVE



59% FREE/REDUCED LUNCH
14% ENGLISH LANGUAGE LEARNERS

STUDENT HEALTH INVESTMENTS

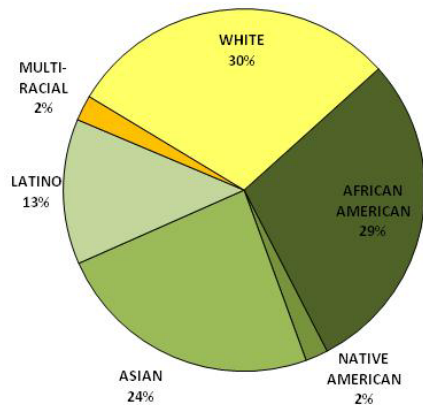


The Levy invests in School-Based Health Centers (SBHCs) and nurses in all ten comprehensive high schools and four middle schools to promote physical and mental health. These are sponsored by five local healthcare organizations: 1) Group Health Cooperative, 2) Seattle Children’s Hospital/Odesa Brown Children’s Clinic, 3) Public Health– Seattle & King County, 4) Neighborcare Health, and 5) Swedish Medical Center.

Services provided for adolescents include:

- Comprehensive primary health care, including both medical and mental health care.
- Screenings, health assessments, and interventions that focus on students who are academically at risk.
- Integrating risk prevention strategies into primary health care, emphasizing mental and behavioral health interventions.
- Helping students manage chronic conditions.
- Addressing high-risk behaviors most common among adolescents.
- Immunization compliance for all Seattle Public School students.

WHO WE SERVE



57% FREE/REDUCED LUNCH
14% ENGLISH LANGUAGE LEARNERS

MID-YEAR PROGRESS: 2010-11

Figures shown to the right of target in green indicate goal was met or surpassed, and figures shown to the left in blue indicate progress towards goal.

	TARGET	
	↓	
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High school and middle school students receiving primary care.		
	3,421	5,000
	.	
	.	
Students in compliance with immunization requirements.		
	5,000	6,172
	.	
	.	
Students receiving support in managing chronic conditions.		
	1,800	1,888
	.	
	.	
High-risk students served by SBHCs with health screenings and follow-up interventions that support academic achievement.		
	537	600
	.	
	.	
High-risk students screened for risk factors by school nurses.		
	600	897

ANNUAL PROGRAM BUDGET FOR 2010-11 SCHOOL YEAR

The City of Seattle and Seattle Public Schools believe a strong partnership is necessary to increase the academic outcomes for all of Seattle's children and to close the achievement gap.

The Families and Education Levy funding is appropriated to the Department of Neighborhoods' Office for Education, which oversees financial activity for the Levy. All programs are budgeted on a school-year basis (September-August), except for Administration & Evaluation, which is budgeted by calendar year. The Administration & Evaluation annual budget for 2011 is \$746,719.

Public Accountability

The City of Seattle, Seattle Public Schools and community-based organizations began implementing Families and Education Levy programs in September 2005. In order to measure the Levy's impact on achievement, the City implemented new accountability measures to track indicators of student progress and educational outcomes. Part of the new accountability system was a commitment to analyze program data, seek to understand the reasons students are succeeding or failing, and make course corrections if students are not achieving. The Levy also implemented performance pay, earned by achieving outcome targets.

City-Schools Partnership

The City of Seattle and Seattle Public Schools believe a strong partnership is necessary to increase the academic outcomes for all of Seattle's children and to close the achievement gap. In 2005, a formal partnership agreement was created, outlining the roles and expectations of each partner in attaining these goals. The agreement is available at: <http://www.seattle.gov/neighborhoods/education/PartnershipAgreement.pdf>. The City and Seattle Public Schools also have a data-sharing agreement that allows the City to track indicators and outcomes for students participating in Levy programs. This data system is critical to measuring student outcomes and continuing to improve Levy programs.

